
Course Number EDLD 720/EDS 283:
Leadership for Organizational Change (3 sem /4 qtr units)
September 28 through December 8, 2017
CSUSM CRN: 41152

Professor: Manuel Vargas, PhD
Cellphone: 336-831-6926 (use only for emergencies)
E-Mail: mvargas@csusm.edu (I check my email regularly)
Office: UH 468
Office Hours: By appointment
Class location, dates, & times: Location UH 440 (f2f) & UH 100 (see below)
Session 1 (online): Sept 28-Oct 5
Sessions 2 & 3 (f2f): Oct 7 (Saturday). Location UH 440
Session 4 (online): Oct 12-19
Session 5 (one-on-one): Oct. 19-26 or ASAP.
Sessions 6 & 7 (f2f): Nov. 4 (Saturday). Location UH 440
Sessions 8 & 9 (f2f): Dec. 2 (Saturday). Location UH 440
Session 10 (f2f): Tue, Dec. 5 OR Th, Dec. 7. Location UH 100

COURSE DESCRIPTION

Leadership for Organizational Change

This course will present multiple theories of organizational change, explore group processes and identify models of decision making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis in this course is on people as agents of change and on the creation of high-quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization.

Prerequisites

Joint EdD in Educational Leadership student status or consent of instructor.

Student Learning Outcomes

Upon completion of this course, doctoral students will be able to ...

Skillfully use the vocabulary and apply the concepts of organizational change verbally and in writing (PSLO 1, 2, 3, 4).

Apply organizational change concepts to specific issues in the student's workplace (PSLO 1, 2, 3, 4).

Articulate the leader's role as "change agent" in order to advance the vision, mission and values of educational organizations (PSLO 1, 2, 3, 4).

Program Student Learning Outcomes (PSLOs)

By the end of the program, doctoral students will be able to ...

1. Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.
2. Use evidence-based decision-making.
3. Generate and use applied research.
4. Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

REQUIRED READINGS AND INFORMATION RESOURCES

- Brafman, O. & Beckstrom, R.A. (2007). *The Starfish and the spider: The unstoppable power of leaderless organizations*. New York, NY: Penguin Books. ISBN 978-1-59184-183-8.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass. ISBN 978-0-470-58213-8.
- Individually chosen (w/ instructor's approval) books related to organizational change and related course topics. See [approved reading list](#) at the end of this course syllabus for book choices; first-come-first-pick basis. Secure copy of chosen title on your own.
- Case studies from journal articles (Open access). In Cougar Courses.
- See additional online resources.

<https://www.google.com/search?q=Change+and+leadership&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjBqLzi8MHLAhVL3mMKHeo-D0UQsAQIQA&biw=1609&bih=947>

<http://www.nwlink.com/~donclark/leader/leadchg.html>

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning Philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING and General Evaluation Rubric

100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C)

This rubric represents a set of general guidelines that we will use to evaluate your work. As a doctoral candidate, it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and dispositions. Therefore, we hold high expectations of your performance and we are committed to providing you with

useful and meaningful feedback that will support your learning and continued development as an educational leader.

Does not meet standards (B- or below)	Approaching Standards (/B+/A-)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors, including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

Please note: You are expected to submit assignments on time. If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline.

We believe a doctoral student ...

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in and out of class with a focus on learning and exploration, pushing himself/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes himself/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE REQUIREMENTS

Note: *The instructor for this course will always work in a timely way with students if a change to the course syllabus or materials is necessary.*

Assignments: All assignments are due on the dates indicated on the course calendar. Assignments must be word-processed, double-spaced, and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Participation (40%)

There is a significant portion of the course grade assigned to participation, which will include student and instructor input. The purpose here is to provide you with more autonomy and decision-making opportunities as a learner.

Your actual presence (including online) and quality participation benefit not only you, as a learner, but your fellow classmates. Thus, having completed pre-session readings and learning activities will assist you in moving discussions and analyses forward, extending other learners' contributions, and allowing more time for reflective thinking. The quality of this course rests on the quality of *your* preparation and participation. You are expected to attend every class, be prepared to contribute, and become an active participant.

The course instructor will utilize online discussion *forum posts*, **one-on-one meeting**, and **in-class activities** to evaluate participation (20%). As a learner, you will also be given the opportunity to play an active role in determining your participation grade. This means that you will decide what two Saturday (class) Summaries (20%) you will use as written evidence to demonstrate knowledge gained. Consequently, consider in-class presentations and exercises, reflections on knowledge gained and applications to real-life environments. See *more information on the Participation Rubric*.

2. Book Report (individual or dyad; refer to reading list for options) (30%)

See detailed rubric

3. Organizational Change Action Plan (individual or dyad) (30%)

See detailed rubric

Due on, or before, the last date of classes and submitted online.

SUPPLEMENTARY READING LIST for book report

Arbinger Institute (The), (2016). *The outward mindset: Seeing beyond ourselves*. Oakland, CA: Berret-Koehler Publishers.

Blanchard, K. et al. (2009). *Who killed change? Solving the mystery of leading people through change*. New York, NY: HarperCollins Publishers.

Brafman, O. & Brafman, R. (2010). *Click: The forces behind how we fully engage with people, work, and everything we do*. New York, NY: Random House, Inc.

Brafman, O. & Brafman, R. (2008). *Sway: The irresistible pull of irrational behavior*. New York, NY: Random House, Inc.

*Connors, R. & Smith, T. (2011). *Change the culture, change the game: The breakthrough strategy for energizing your organization and creating accountability for results*. New York, NY: Penguin Group (USA) Inc.

Fowler, S. (2014). *Why motivating people doesn't work ... and what does: The new science of leading, energizing, and engaging*. Oakland, CA: Berret-Koehler Publishers.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.

Kaye, B. & Giulioni, J. (2012). *Help them grow or watch them go: Career conversations employees want*. Oakland, CA: Berret-Koehler Publishers.

Kogon, K., Merrill, A., & Rinne, L. (2015). *The 5 choices: The path to extraordinary productivity*. New York, NY: Simon & Schuster.

Marciano, P. (2010). *Carrots and sticks don't work: Building a culture of employee engagement with the principles of respect*. New York, NY: McGraw Hill.

*McChesney, C., Covey, S., & Huling, J. (2012). *The 4 disciplines of execution*. New York, NY: Free Press, A Division of Simon & Schuster, Inc.

*McFarland & Goldsworthy, S. (2014). *Choosing change: How leaders and organizations drive results one person at a time*. New York, NY: McGraw Hill.

Simmons, A. (2006). *The story factor: Inspiration, influence, and persuasion through the art of storytelling*. New York, NY: Basic Books, A Member of the Perseus Books Group.

**Book can be completed by two individuals and will be worth two book reports.*

Note: *If you would like to explore other titles on your own, feel free to do so. However, the title must be related to the main topic of organizational change and approved by the course instructor.*

COURSE CALENDAR (SEPTEMBER 28-DECEMBER 8, 2017)

Important Notes

1. This is a hybrid course, which will include online and f2f instructional modalities. Please follow the calendar below.
2. Although there is a week set aside for your **One-on-One** meeting with me, please know that this can take place as soon as possible or during the Oct. 19-26 time block. This can be a f2f meeting in my office or a conference call.
3. There will be opportunities to select how you want to be involved in these course assignments. For example, you will choose your title for the book report; you will select two f2f sessions to complete two summaries; and you will generate your own Change Initiative.
4. There will be four folders in Cougar Courses (under the heading COMPLETE) for you to submit your Saturday—class—Summaries.

<p>Session 1: Online (Sept. 28-Oct. 5)</p>	<ul style="list-style-type: none"> • Review Pre-Class information to become acquainted with course materials and course assignments. • Select book title for your book report. These reports may start with sessions 2 & 3. • Secure reading materials: <i>Change leader</i>, <i>Starfish and the spider</i>, and title for your book report. You will also choose a date for your book presentation once you have your title. • Begin Session 1 • Evidence of Participation: Posts and answers to peers' posts • Posts: Submit at least one by Monday and respond to at least one peer post by Wednesday, or before.
<p>Session 2 & 3: f2f (Oct. 7)</p>	<ul style="list-style-type: none"> • Agenda and learning materials will be available online • Submit Evidence of Participation by 11:55 PM, Oct. 8, or before.
<p>Session 4: Online (Oct. 12-19)</p>	<ul style="list-style-type: none"> • Begin Session 4 • Evidence of Participation: Posts and answers to peers' posts • Posts: Submit at least one by Monday and respond to at least one peer post by Wednesday, or before.
<p>Session 5: One-on-One (Oct. 19-26)</p>	<ul style="list-style-type: none"> • The one-on-one session can take place at any time during the first half of the quarter. It can be a meeting in my office or a conference call. • Prepare a Progress Report including book report, organizational change action plan, participation in class, and potential challenges.
<p>Session 6 & 7: f2f (Nov. 4)</p>	<ul style="list-style-type: none"> • Agenda and learning materials will be available online • Submit Evidence of Participation by 11:55 PM, Nov. 5, or before. • Submit Book Report, if you selected this date for your

	presentation, by 11:55 PM, Nov. 5, or before.
Session 8 & 9: f2f (Dec. 2)	<ul style="list-style-type: none"> • Agenda and learning materials will be available online • Book reports will be completed by this date. • Submit Evidence of Participation by 11:55 PM, Dec. 3, or before. • Submit Book Report, if you selected this date for your presentation, by 11:55 PM, Dec. 3, or before.
Session 10: f2f (Dec. 5/7: Tue or Th; 6-8:50)	<ul style="list-style-type: none"> • Presentations of Organizational Change Action Plans will be the culminating learning product. • Submit Evidence of Participation by 11:55 PM, Dec. 8, or before • Submit Organizational Change Action Plan by 11:55 PM, Dec. 8, or before.

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students **must** participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation) the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

CSUSM Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM, SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

CSUSM, BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

UCSD'S VISION & MISSION STATEMENTS

Vision

Develop passionate and empathetic educational leaders who shape an equitable future for a diverse society.

Mission of the JDP Program

The Joint Doctoral Program in Educational Leadership at UCSD/CSUSM is committed to supporting and developing education leaders who are dedicated to equity, justice, inclusivity, compassion, and diversity of thought, cultures, and backgrounds.